

## Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment (BF)

**Question:** Do all children with disabilities receive a free appropriate public education (FAPE) in the least restrictive environment (LRE) that promotes a high quality education and prepares them for employment and independent living?

### Probes:

- BF.I Does the state review data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if it identifies significant disproportionality, does the state review and, as appropriate, revise policies, procedures and practices?
- BF.II Are high school graduation rates, and drop-out rates, for children with disabilities comparable to graduation rates and drop-out rates for nondisabled children?
- BF.III Are suspension and expulsion rates for children with disabilities comparable among local educational agencies within the State, or to the rates for nondisabled children within the agencies?
- BF.IV Do performance results for children with disabilities on State- and district-wide assessments improve at a rate that decreases any gap between children with disabilities and their nondisabled peers?
- BF.V Are children with disabilities educated with nondisabled peers to the maximum extent appropriate, including preschool?
- BF.VI Are the early language/communication, pre-reading, and social-emotional skills of preschool children with disabilities receiving special education and related services, improving?

### State Goals (for reporting period July 1, 2003 through June 30, 2004):

- The performance level of children who receive special education services prior to age 5 will increase on the School Entry Profile.\*
- The percentage of students with disabilities in Grades 3 and 7 who are proficient readers will increase, while the percentage that have the Missouri Assessment Program Communication Arts exam read to them will decrease.\*
- The percentage of students with disabilities scoring at the Step 1 and Progressing achievement levels will decrease, while the percentage of students with disabilities scoring at Proficient and Advanced will increase for each of the MAP subject area assessments.\*
- The percentage of students with disabilities graduating with a regular diploma will increase.\*
- The percentage of students with disabilities that drop out of school will decrease.\*
- The percentage of students with disabilities participating in vocational preparation programs is consistent with the percentage of participation in the general population of students.\*
- Improved Reading Instruction K-4<sup>th</sup> grade for students with disabilities to comply with NCLB.\*
- Improved Math instruction K-4<sup>th</sup> grade for students with disabilities to comply with NCLB.\*
- The Department of Elementary and Secondary Education ensures that general and special education personnel are trained in appropriate content to improve the achievement of students with disabilities grades K-4.\*
- The Department of Elementary and Secondary Education ensures that general and special education personnel are trained in the appropriate content to improve post-secondary outcomes of students with disabilities.\*
- Special education personnel reporting system is used for data-based decisions to assist in improving the achievement of students with disabilities.\*
- Districts will integrate data into secondary transition decision-making processes to improve post-secondary outcomes of students with disabilities.\*
- To create a public awareness campaign around early childhood through primary grade learning and developmental needs to improve achievement of students with disabilities.

\*Also goal/indicator for students who are non-disabled

**Performance Indicators (for reporting period July 1, 2003 through June 30, 2004):**

- BF.I The state reviews data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if it identifies significant disproportionality, the state reviews and, as appropriate, revise policies, procedures and practices.
- BF.II High school graduation and dropout rates for children with disabilities are comparable to graduation and dropout rates for nondisabled children.
- BF.III Suspension and expulsion rates for children with disabilities are comparable among local educational agencies within the State, and to the rates for nondisabled children within the agencies.
- BF.IV Performance results for children with disabilities on the Missouri Assessment Program (MAP) improve at a rate that decreases any gap between children with disabilities and their nondisabled peers.
- BF.V Children with disabilities are educated with nondisabled peers to the maximum extent appropriate, including preschool.
- BF.VI The early language/communication, pre-reading and social-emotional skills of preschool children with disabilities receiving special education and related services are improving.

**BF.I The state reviews data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if it identifies significant disproportionality, the State reviews and as appropriate revises policies, procedures and practices.**

**1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):**

See Attachment 2 – Disproportionality Baseline/Trend Data

Attachment 2 provides risk ratios for all children with disabilities by race, disability by race and placement by race data. A brief summary of the data follows:

- Special Education Child Count by Race – Black students are 1.22 times more likely than all other students to receive special education and related services. While this is not statistically significant, over-representation of Black students at the district level is a part of the district-level analysis. Under-representation was found for the Hispanic, Asian and Native American populations. These under-representations are not focus areas due to the small percentages of both special education and all students in these racial/ethnic categories in Missouri.
- Disability by Race – The most significant areas of disproportionality were Black students in the categories of Mental Retardation, Emotional Disturbance and Specific Learning Disabilities which showed over-representation, and Speech/Language Impairment which showed under-representation. These findings have remained consistent for several years. For the Hispanic, Asian and Indian populations, numerous disability categories showed disproportionality. These findings are not focus areas due to the small numbers of students in these racial/ethnic categories in Missouri. No significant disproportionality was seen for the White students, however there was some under-representation in the Mental Retardation category.
- Placement by Race – Consistent with previous years, the most significant area of over-representation was the Black population in self-contained settings. Separate facilities also shows over-representation for the Black population.

After looking at the data on a statewide level, it was clear that the most significant areas of disproportionality were over-representation of Black students in the disability categories of Mental Retardation, Emotional Disturbance and Specific Learning Disabilities and in the placement category of Self-Contained (outside regular class greater than 60% of the time). Other areas of disproportionality exist, but all were either in racial/ethnic categories that represent less than three percent of Missouri's student population or in low-incidence disability or placement categories. Based on this, Missouri's examination of data at a district level focused on the following:

- Over-representation of Black students in Special Education
- Over-representation of Black students in the disability category Mental Retardation
- Over-representation of Black students in the disability category Emotional Disturbance
- Over-representation of Black students in the disability category Specific Learning Disabilities
- Over-representation of Black students in the placed outside regular education greater than 60% of the time (primarily self-contained settings)

A determination of disproportionality was made for each of the five categories if all three of the following were found to be true:

- Statistical significance based on a z-test ( $p < 0.05$ )
- Significance based on a "P + 10% of P" criteria
- A minimum of 10 students in the category

Districts were then rank-ordered based on the number of disproportionate calls made (possible range of zero to five). The results follow:

- Six districts were found to have over-representation of black students in all five areas
- An additional 7 districts were found to have an over-representation of black students in four of the five areas
- An additional 15 districts were found to have an over-representation of black students in three of the five areas
- An additional 23 districts were found to have an over-representation of black students in two of the five areas
- An additional 23 districts were found to have an over-representation of black students in one of the five areas

The Explanation of Progress or Slippage section below details technical assistance and corrective actions for districts with identified disproportionality. The above analysis and activities described below ensure that Missouri is in compliance with the requirement of 34 CFR §300.755, with respect to the identification of children with disabilities or placement in particular educational settings.

#### Monitoring Data:

Interview 308400 – Results of interviews indicate the district has implemented any actions/initiatives to address the race/ethnicity disproportionality issue identified by DESE

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	0			
2002-03	0			
2003-04	6	2	33.3%	0

#### 2. Targets (for reporting period July 1, 2003 through June 30, 2004):

- Update the racial disproportionality analysis
- Develop and implement a work scope for addressing racial disproportionality at the district level

#### 3. Explanation of Progress or Slippage for reporting period July 1, 2003 through June 30, 2004):

Efforts to address disproportionality fall under two areas:

- Technical Assistance
- Corrective Actions

#### TECHNICAL ASSISTANCE

##### • Consultants/Coaches/SIG funds

When Special Education Consultants are working with districts with identified disproportionality, data analysis is required to include examination of racial disproportionality and policies, procedures and practices. If the review of data indicates a need for revisions or additional trainings, the State Improvement Grant (SIG) money can be used to provide the professional development. Efforts and effects for those districts in regards to disproportionality (results of review, what revisions, if any, were made) will be tracked. Eight districts with identified disproportionality are currently working with special education consultants.

##### • Professional Development

Professional development modules that address disproportionality include Quality Eligibility Determinations and Problem Solving, as well as training from DESE and other sources.

- **2004-05 Special Education Monitoring Self-Assessment (SEMSA)**

Nine districts that are completing SEMSAs during 2004-05 will be asked to complete the disproportionality survey and send that back along with the other SEMSA information. They will also be sent their disproportionality data sheet. The disproportionality information included in the SEMSAs will be used to determine which districts will have an onsite monitoring, along with other compliance and performance data.

- **2005-06 & Ongoing SEMSAs**

The survey and data analysis will be incorporated into the SEMSA process. The disproportionality information included in the SEMSAs will be used to determine which districts will have an onsite monitoring, along with other compliance and performance data.

- **Resource Links**

The Disproportionality Survey is posted on the web along with additional resources and professional development that incorporate information on disproportionality (See <http://www.dese.mo.gov/divspeced/EffectivePractices/dipro.html>).

- **Special Education District Profiles**

The disproportionality data sheets are included in the profiles and are updated annually for each district.

- **Posting Data**

Disproportionality data will be posted on the web along with other data listings/rankings.

## **CORRECTIVE ACTIONS**

- **2003-04 Monitoring**

Compliance interviewed six districts in 2003-04 regarding disproportionality. Districts were interviewed if they had an onsite monitoring and had two or more areas of disproportionality. Two of the six districts were found out of compliance. One of the districts has an enrollment that is over 95% white, and the disproportionate numbers in special education were due to a public facility which served a number of students placed by the courts from other districts. The facility has since been closed, so any significant disproportionality disappeared along with that. In the second district, all principals have been trained in various special education topics, including eligibility. In addition, a Compliance supervisor is working with the district and addressed the disproportionality issue with them. The noncompliance is being addressed through the corrective action, and the follow-up review is not yet due for this district.

- **2004-05 Monitoring**

Compliance interviews are being conducted in five districts during 2004-05, including. Districts were selected if they had an onsite monitoring and had two or more areas of disproportionality. Interviewers will be given the disproportionality data sheet for each district and a copy of the Disproportionality List for 2003-04. For the remaining interviews, the data can be used to target questions. Corrective actions will address any findings of noncompliance. Corrective actions will include reviewing and, if necessary, revising policies, practices and procedures in regards to identification and placement of students with disabilities.

## **4. Projected Targets:**

Provide technical assistance to districts in analyzing data and, if needed, in changing districts' policy, procedures and practices.

**5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:**

<b>Cluster/ Probe</b>	<b>Improvement Strategies</b>	<b>Benchmarks/Activities</b>	<b>Timeline</b>	<b>Resources</b>
BF.I	Make technical assistance regarding racial disproportionality available to districts	Identify, develop and make resources available	2004-2005	<b><u>Section Responsibility:</u></b> Effective Practices  <b><u>Funding Type:</u></b> Part B SIG
BF.I	Incorporate disproportionality analysis into monitoring interviews and corrective action plans	Identify districts with significant disproportionality	Completed	<b><u>Section Responsibility:</u></b> Compliance Data  <b><u>Funding Type:</u></b> Part B
		Include disproportionality data analysis and review of policies, procedures and practices into SEMSA and monitoring reviews	Completed	

**BF.II High school graduation and dropout rates for children with disabilities are comparable to graduation and dropout rates for nondisabled children.**

**1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):**

Calculations differ for students with disabilities and all students due to the following:

<b>Difference in Calculations/Reporting</b>	<b>Students with Disabilities</b>	<b>All Students</b>
Collection method	Screen 12 of Core Data by district and age	Screen 13 of Core Data by building and grade level
Exiters Reported by	District paying tuition, generally	District/Building of attendance, generally
Graduation rate calculations	Number of graduates / (number of graduates + number of dropouts) x 100. Cohort dropouts not available due to collection by age, uses total number of dropouts that school year instead Graduates include students awarded diplomas based on number of credits or by achieving goals on IEP	Graduates / (9-12 Cohort Dropouts + Graduates) x 100  Cohort dropouts available due to collection by grade level  Graduates include students awarded diplomas based on number of credits or by achieving goals on IEP
Dropout rate calculations	Number of dropouts / Total child count ages 14-21 Average enrollment not collected for students with disabilities, uses 14-21 child count as of December 1 instead	Number of dropouts divided by average enrollment Average enrollment is collected for all students
State Operated Programs	Data excluded when comparing rates for students with disabilities to rates for all students because prior to 2003-04, State Operated Programs did not report data on Screen 13 which is where data for all students is reported.	Prior to 2003-04, State Operated Programs did not report on Screen 13, so were not included in the total for all students

Graduation Rates						
Year	Students with Disabilities			All Students		Gap (All – Spec Ed)
	Number of Graduates	Number of Graduates & Dropouts	Graduation Rate	Number of Graduates	Graduation Rate	
1999-2000	4,451	8,331	53.4%	52,779	80.1%	26.7%
2000-2001	4,886	8,027	60.9%	54,111	81.4%	20.5%
2001-2002	5,281	8,094	65.2%	54,510	82.4%	17.2%
2002-2003	5,655	8,090	69.9%	56,477	84.0%	14.1%
2003-2004	5,737	8,222	69.8%	57,573	85.1%	15.3%

Sources: All Students data from <http://dese.mo.gov/schooldata/four/000000/gradnone.html> as of 11/02/04.

Students with Disabilities data from Screen 12 of Core Data as of 3/24/05.

Notes: Data does not include Missouri Department of Corrections (DOC), Division of Youth Services (DYS) and State Operated Programs (SOPs, which are comprised of Missouri School for the Blind, Missouri School for the Deaf and State School for the Severely Handicapped) because these students were not included in reporting for all students.

Formulas:

- Students with Disabilities Graduation Rate: Number of graduates / (number of graduates + number of dropouts) x 100
- All Students Graduation Rate: (Graduates / (9-12 Cohort Dropouts + Graduates)) x 100

Dropout Rates						
Year	Students with Disabilities			All Students		Gap (All – Spec Ed)
	Number of Dropouts	Child Count Age 14-22	Drop Out Rate	Number of Dropouts	Drop Out Rate	
1999-2000	3,880	40,354	9.6%	11,714	4.5%	5.1%
2000-2001	3,141	41,542	7.6%	11,080	4.2%	3.3%
2001-2002	2,813	43,332	6.5%	9,621	3.7%	2.8%
2002-2003	2,435	44,866	5.4%	9,056	3.4%	2.0%
2003-2004	2,485	46,100	5.4%	10,354	3.9%	1.5%

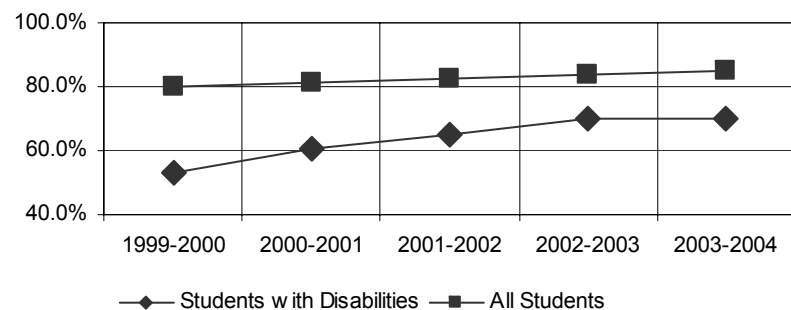
Sources: All Students Data from <http://dese.mo.gov/schooldata/four/000000/droptnone.html> as of 11/02/04. Students with Disabilities Data from Screen 12 of Core Data as of 3/24/05.

Notes: Data does not include Missouri Department of Corrections (DOC), Division of Youth Services (DYS) and State Operated Programs (SOPs, which are comprised of Missouri School for the Blind, Missouri School for the Deaf and State School for the Severely Handicapped) because these students were not included in reporting for all students.

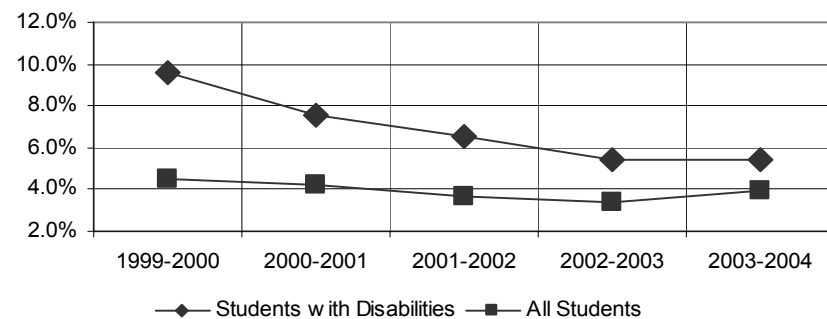
Formulas:

- Students with Disabilities Dropout Rate: Number of dropouts / Total child count ages 14-22
- All Students Dropout Rate: Number of dropouts divided by average enrollment
- Dropouts include exit categories Received a Certificate, Reached Maximum Age, Moved Not Know to be Continuing and Dropped Out

**Graduation Rates**  
**Students with Disabilities and All Students**  
 (Without DOC, DYS and SOPs)



**Dropout Rates**  
**Students with Disabilities and All Students**  
 (Without DOC, DYS and SOPs)



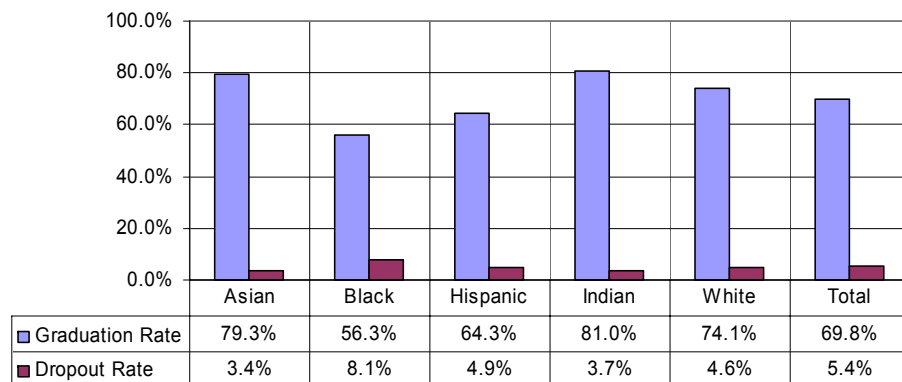
**Students with Disabilities\***  
**Counts of Exiters by Exit Category**

Exit Category	2000-2001		2001-2002		2002-2003		2003-2004	
	#	%	#	%	#	%	#	%
Graduated	4,886	60.9%	5,281	65.2%	5,655	69.9%	5,737	69.8%
Received Certificate	200	2.5%	120	1.5%	69	0.9%	46	0.6%
Reached Maximum Age	20	0.2%	11	0.1%	18	0.2%	21	0.3%
Moved, Not Known to be Continuing	869	10.8%	659	8.1%	384	4.7%	474	5.8%
Dropped Out	2,052	25.6%	2,023	25.0%	1,964	24.3%	1,944	23.6%
Total Dropouts	3,141	39.1%	2,813	34.8%	2,435	30.1%	2,485	30.2%
Total Graduates and Dropouts	8,027	100.0%	8,094	100.0%	8,090	100.0%	8,222	100.0%

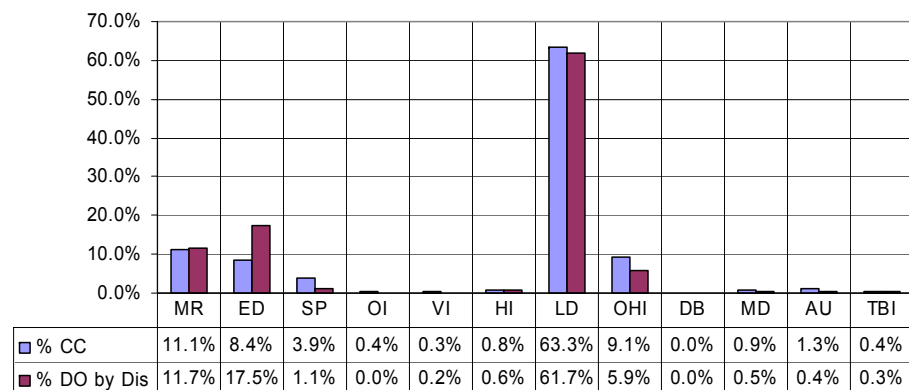
Source: Screen 12 of Core Data Collection System as of 3/24/05

\* Without SOPs, DOC and DYS

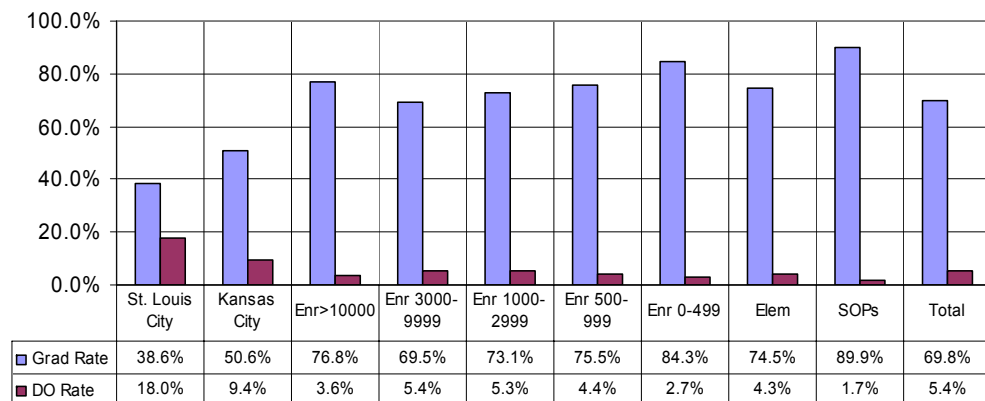
**Graduation and Dropout Rates  
2004 IEP Students by Race/Ethnicity**  
(Excludes DOC, DYS and SOPs)



**Dropout and Child Count Percents  
2004 IEP Students by Disability Category**  
(Excludes DOC, DYS, and SOPs)



**Graduation and Dropout Rates  
2004 IEP Students By District Groupings**  
(Excludes DOC, DYS and SOPs)



Trend data for the past five years show that graduation rates have generally been increasing for both students with disabilities and all students with the exception of 2003-2004 which decreased slightly for students with disabilities. Likewise, the gap in graduation rates for students with disabilities as compared to all students has been narrowing except in 2003-2004 which increased as a result of the graduation rate decrease for students with disabilities and the increase for all students. For dropout rates, the gap grew due to an increase for all students and no change for students with disabilities.

Further analysis of trends in dropout data show that the highest percent of dropouts are students with specific learning disabilities (LD), however the LD percent of dropouts is less than the LD percent of special education child count. Data also show that the Emotional Disturbance (ED) percent of dropouts is more than twice the ED percent of child count. Given the large number of LD dropouts and the high propensity for ED students to drop out, LD and ED dropouts are focused areas of review for districts identified for focused monitoring in 2004-2005. Data also show that dropout and graduation rates differ between racial/ethnic groups, with the Black population having the lowest graduation rate and among the highest dropout rates. Race/ethnicity data are also being reviewed for districts selected for focused monitoring reviews in 2004-2005.

### Monitoring Data

Performance Data 201800 – The percentage of students with disabilities graduating with a regular diploma will increase and be comparable to the graduation rate in the general population of students

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	89	19	21.3%
2002-03	80	19	23.8%
2003-04	82	22	26.8%

Performance Data 201400 – Dropout rates for children with disabilities decrease and are no higher than rates for the general population of students

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	89	33	37.1%
2002-03	80	8	10.0%
2003-04	86	23	26.7%

Monitoring data show that many districts are not meeting the performance standards for increasing graduation rates and decreasing dropout rates. Districts are required to submit assurance statements regarding implementation of a plan designed to address the low performance.

### Professional Development

Professional development trainings conducted during 2003-2004 include the following:

Training/Event Title	Districts attending prior to 2003-04	Unduplicated Districts for 2003-04	Did Not Attend this Event Prior to 2003-04	Did Attend this Event Prior to 2003-04
Measurable Goals and Objectives	146	63	44	19

Monitoring results for districts monitored in 2003-04 were analyzed in conjunction with MGO training data. A total of 96 districts were reviewed (excluding charter schools) in 2003-04. Of the 96 districts reviewed, 17 (17.7%) had been trained in MGO prior to being monitored. Of the 96 districts monitored, 25 districts were found in compliance on all MGO-related indicators and sub-indicators. Of the 25 found in compliance, 7 (28.0%) had one or more individuals trained in MGO prior

to or within the first few months of 2003-04. This suggests that attending the MGO training does increase compliance with indicators related to measurable goals and objectives. Beginning in 2004-05, corrective actions will require participation in MGO trainings.

	# of 2003-04 Districts	# of Districts Trained	Percent Trained in MGO
Total Districts	96	17	17.7%
Districts in compliance with MGO-related indicators	25	7	28.0%

## 2. Targets (for reporting period July 1, 2003 through June 30, 2004):

Benchmarks and targets were established in conjunction with the improvement plan which was submitted in July 2003. A specific benchmark was not identified for the 2003-2004 school year; however, progress will be assessed by determining progress towards the 2005 benchmark.

## 3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

In 2003-2004, the graduation rate for students with disabilities was relatively consistent with the previous year, however the gap increased slightly. Also, the dropout rate was relatively consistent with the previous year, and the gap decreased slightly. To meet the 2005 benchmarks, the graduation rate will need to increase 1.2% in 2004-2005, and the dropout rate will need to decrease by 0.1%. Trend data suggest both of these are attainable.

Graduation and dropout data for districts are being analyzed to identify those most in need of technical assistance and/or State Improvement Grant (SIG) funds. Special Education Consultants at the Regional Professional Development Centers (RPDCs) are working with targeted larger districts to drill down and analyze data in order to determine root causes of low performance in secondary transition. Based on the data and system analysis, professional development plans will be developed specific to the needs of each district.

In conjunction, secondary transition was identified as a priority area for focused monitoring and discussion began in 2003-2004 to pilot a process to identify and assist districts in need. Seven districts were selected for focused monitoring reviews in the area of transition. These reviews are being conducted during 2004-05.

A progress report on strategies can be found in the Secondary Transition cluster.

## 4. Projected Targets:

Missouri Improvement Plan			
Year	Statewide Progress	Graduation Rate*	Dropout Rate**
2004-05	Benchmark	71.0%	5.3%
2007-08	Target	80.0%	3.8%

Source: Missouri Special Education Improvement Plan, July 2003

\* Percent of "leavers" or sum of graduates and dropouts

\*\* Percent of 14-21 child count

## 5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See Future Activities under Cluster Area V: Secondary Transition (BT) and GS.I and GS.IV

**BF.III Suspension and expulsion rates for children with disabilities are comparable among local educational agencies within the State, and to the rates for nondisabled children within the agencies.**

**1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):**

In the 2000-2001 school year, DESE developed a web application that is used for reporting disciplinary actions for all students. Disciplinary actions are reported on an incident level for any incident resulting in ten or more days of suspension or expulsion. From this incident-level report, the Division of Special Education reports to OSEP the number of children with disabilities who received disciplinary action. Data for both the number of incidents and the number of children subject to disciplinary action are provided below. Comparisons between the data reported in the OSEP tables and the incident-level data show very little difference in proportions by disability category or race, therefore, the following data analysis was conducted primarily on the reported incident-level data rather than the derived student-level data.

**OSEP Table 5, Section A**  
**Report of Children with Disabilities Suspended or Expelled for More Than Ten Days**  
**School Year 2003-04**

	3A. Unduplicated Count of Children		3B. Number of Single Suspension/ Expulsions > 10 Days		3C. Number of Children with Multiple Suspension/ Expulsions Summing to > 10 Days		Percent of All Incidents for Students with Disabilities
	#	%	#	%	#	%	
1. Mental Retardation	93	6.6%	32	5.7%	93	7.2%	6.3%
2. Hearing Impairments	8	0.6%	2	0.4%	8	0.6%	0.5%
3. Speech/Language Impairments	72	5.1%	28	5.0%	56	4.3%	4.7%
4. Visual Impairments	1	0.1%	1	0.2%	-	0.0%	0.0%
5. Emotional Disturbance	341	24.1%	85	15.1%	341	26.4%	21.7%
6. Orthopedic Impairments	13	0.9%	1	0.2%	13	1.0%	0.7%
7. Other Health Impairments	129	9.1%	61	10.8%	108	8.4%	9.2%
8. Specific Learning Disabilities	743	52.5%	353	62.6%	658	50.9%	55.8%
9. Deaf-Blindness	2	0.1%	1	0.2%	2	0.2%	0.2%
10. Multiple Disabilities	2	0.1%	-	0.0%	2	0.2%	0.1%
11. Autism	7	0.5%	-	0.0%	7	0.5%	0.4%
12. Traumatic Brain Injury	4	0.3%	-	0.0%	4	0.3%	0.2%
13. Developmental Delay	-	0.0%	-	0.0%	-	0.0%	0.0%
14. Total	1,415	100.0%	564	100.0%	1,292	100.0%	100.0%

**Discipline Incidents by Disability Category**

Disability Type	Number of Discipline Incidents				Percent of Incidents for Students with Disabilities*				Enrollment/ Special Ed Child Count	Percent of Child Count**	Average Incidents per 100 Students***
	2001	2002	2003	2004	2001	2002	2003	2004	2004	2004	2004
NONDISABLED	2,994	4,193	4,831	5,812					763,950		0.76
Mental Retardation	58	124	101	135	4.0%	6.8%	4.9%	6.3%	12,241	8.5%	1.10
Emotional Disturbance	368	412	482	463	25.5%	22.7%	23.3%	21.7%	8,412	5.8%	5.50
Speech/Language Impairment	36	44	82	100	2.5%	2.4%	4.0%	4.7%	35,247	24.5%	0.28
Orthopedic Impairment		28	21	14	0.0%	1.5%	1.0%	0.7%	652	0.5%	2.15
Visual Impairment	2	1	9	1	0.1%	0.1%	0.4%	0.0%	510	0.4%	0.20
Hearing Impairment	3	3	15	10	0.2%	0.2%	0.7%	0.5%	1,310	0.9%	0.76
Learning Disabled	819	1,055	1,182	1,189	56.8%	58.1%	57.2%	55.8%	60,018	41.7%	1.98
Other Health Impairment	131	131	161	196	9.1%	7.2%	7.8%	9.2%	11,759	8.2%	1.67
Deaf/Blindness		1	1	5	0.0%	0.1%	0.0%	0.2%	21	0.0%	23.81
Multi-disabled	13	8	2	3	0.9%	0.4%	0.1%	0.1%	1,108	0.8%	0.27
Autism	9	10	7	8	0.6%	0.6%	0.3%	0.4%	2,861	2.0%	0.28
Traumatic Brain Injury	1		3	5	0.1%	0.0%	0.1%	0.2%	402	0.3%	1.24
Young Child with Dev. Delay	1		1	-	0.1%	0.0%	0.0%	0.0%	9,523	6.6%	-
Total for Students with Disabilities	1,441	1,817	2,067	2,129	100.0%	100.0%	100.0%	100.0%	144,064	100.0%	1.48
Total for All Students	4,435	6,010	6,898	7,941					908,014		0.87

Source: Screen 09 of Core Data, Includes all reported suspensions/expulsions except those coded as in-school and/or 10 consecutive days

\* Percent of Incidents for Students with Disabilities = Number of incidents for disability category / total incidents for students with disabilities

\*\* Percent of Child Count = Child count for disability category / total special education child count

\*\*\* Average Incidents per 100 Students = Number of incidents / enrollment or child count \* 100

**Percent of All Incidents for Students with and without Disabilities**

	2001	2002	2003	2004
Nondisabled	67.5%	69.8%	70.0%	73.2%
Students with Disabilities	32.5%	30.2%	30.0%	26.8%
All Students	100.0%	100.0%	100.0%	100.0%

**OSEP Table 5, Section B**  
**Report of Children with Disabilities Suspended or Expelled for More Than Ten Days**  
**School Year 2003-04**

	3A. Unduplicated Count of Children		3B. Number of Single Suspension/ Expulsions > 10 Days		3C. Number of Children with Multiple Suspension/ Expulsions Summing to > 10 Days	
	#	%	#	%	#	%
1. White, non-Hispanic	729	51.5%	261	46.3%	686	53.1%
2. Black, non-Hispanic	650	45.9%	285	50.5%	583	45.1%
3. Hispanic	22	1.6%	11	2.0%	16	1.2%
4. Asian/Pacific Islander	6	0.4%	4	0.7%	2	0.2%
5. Native American	8	0.6%	3	0.5%	5	0.4%
6. Total	1,415	100.0%	564	100.0%	1,292	100.0%

**Number of Discipline Incidents Reported by Race, 2003-04 School Year**

	All		Nondisabled		Disabled		Enrollment
	#	%	#	%	#	%	%
1. White, non-Hispanic	4,176	52.6%	3,037	52.3%	1,139	53.5%	77.9%
2. Black, non-Hispanic	3,500	44.1%	2,554	44.0%	946	44.4%	17.8%
3. Hispanic	176	2.2%	146	2.5%	30	1.4%	2.5%
4. Asian/Pacific Islander	47	0.6%	41	0.7%	6	0.3%	1.4%
5. Native American	40	0.5%	32	0.6%	8	0.4%	0.4%
6. Total	7,939	100.0%	5,810	100.0%	2,129	100.0%	100.0%

While the statewide incidence rate for special education was slightly less than 15%, 26.8% of all disciplinary incidents reported were for students with disabilities. This would suggest that a disproportionate number of acts resulting in disciplinary action are committed by students with disabilities; however this percentage has been decreasing over the past four school years. Data suggest that a disproportionate number of incidents that result in disciplinary action are committed by students with emotional disturbances and specific learning disabilities. Data were also disaggregated by racial/ethnic categories. Data suggest that Black students are being disciplined at a disproportionate rate for both students with disabilities and all students. Virtually no differences were seen in the breakdown of incidents by race/ethnicity when comparing incidents for all students and incidents for students with disabilities. Differences are seen in the types of removals. White students are more likely to receive multiple short-term suspensions while Black students are more likely to receive longer suspensions.

**Comparison among local educational agencies in Missouri:**

- Only districts that reported a minimum of five discipline incidents for students with disabilities were included (71 districts)
- An average number of incidents per 100 students with disabilities was calculated for each district (number of incidents / child count \* 100)
- A mean and standard deviation were determined
- Six districts had an average number of discipline incidents that was more than one standard deviation above the mean. Three of these six districts were also identified through this analysis based on 2002-03 data. Two of the six districts have been involved in implementing Positive Behavioral Supports (PBS) in at least one building within the district.

**Comparison of rates for disabled students and all students within districts:**

- Only districts that reported a minimum of five discipline incidents for students with disabilities were included (71 districts)
- A ratio of the special education percent of discipline incidents to the special education percent of enrollment was calculated for each district (ratio = special education incidents / all incidents : special education child count / enrollment)
- A mean and standard deviation were determined
- Ten districts had a ratio that was more than one standard deviation above the mean. One of these districts was also among the six districts noted above and that district has implemented PBS in two buildings. Two of the ten districts were also identified through this analysis based on 2002-03 data.

Fifteen of the 71 districts analyzed above have been awarded PBS grants within the past three years. Of the fifteen districts, only two of them were identified in the above analysis. Further review of the data may indicate that implementing PBS program in the districts helps to reduce the number of long-term suspensions/expulsions. Several other districts have also implemented PBS and were not included in the above analysis because they have fewer than five discipline incidents reported in 2003-04.

The “Explanation of Progress or Slippage” section below details technical assistance and corrective actions for districts with identified discrepancies in suspension/expulsion rates. These activities show that Missouri is complying with 34 CRF §300.146.

**Monitoring Data:**

Performance Data 201500 – Suspension and expulsion rates for children with disabilities decrease and are comparable to those for all students.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	0		
2002-03	85	15	17.6%
2003-04	87	18	20.7%

Suspension/Expulsion 2 -- Children with disabilities receive FAPE during suspensions of 11 days or more, consecutive or cumulatively, in a school year, or with an expulsion.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	80	14	17.5%	0
2002-03	49	14	28.6%	3
2003-04	55	17	30.9%	0

Of the districts found out of compliance for the Suspension/Expulsion 2 standard, three were identified through the analysis conducted on the rates between disabled and nondisabled students within the district.

### Professional Development

Recently developed activities to support the Positive Behavior Support (PBS) Initiative in the state of Missouri will include the establishment of PBS Coaches. The purpose of PBS coaches is to increase capacity for in-district technical support for school wide PBS and PBS team problem-solving, utilize the science of behavioral analysis and functional behavior assessment, and facilitate the use of function based support for students with challenging behavior in order to sustain the district's PBS Initiative beyond the State Improvement Grant funding period. In order to fulfill these purposes, PBS coaches will serve the following roles:

- Build the capacity of the PBS team and building staff
- Develop competency and fluency in PBS systems and processes
- Engage in regular communications with implementation staff/teams
- Provide technical assistance to implementers
- Provide regular and frequent acknowledgements (positive reinforcement for implementers)
- Visit implementation sites on a regular basis (monthly/quarterly)
- Review progress
- Support district level action plan implementation efforts

Training/Event Title	Districts attending prior to 2003-04	Unduplicated Districts for 2003-04	Did Not Attend this Event Prior to 2003-04	Did Attend this Event Prior to 2003-04
Positive Behavior Support – Advanced Institute	0	5	5	0
Positive Behavior Support – Advanced Module 1	0	8	8	0
Positive Behavior Support – Module 1	21	19	13	6
Positive Behavior Support – Module 2	19	6	2	4
Positive Behavior Support – Module 3	16	11	5	6

**2. Targets (for reporting period July 1, 2003 through June 30, 2004):**

- Assist districts with analyzing data in a root-cause analysis
- If behavioral problems are an issue, assist districts in developing a professional development plan that will address causes and contributing factors identified

**3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):**

Efforts to address discrepancies in the rates of long-term suspension/expulsion fall under two areas:

- Technical Assistance
- Corrective Actions

**TECHNICAL ASSISTANCE**

- **Consultants/Coaches/SIG funds**

When Special Education Consultants are working with districts with discrepancies in the rates of long-term suspensions/expulsions, data analysis includes examination of discipline policies, procedures and practices. If the review of data indicates a need for revisions or additional trainings, State Improvement Grant (SIG) money can be used to provide the professional development. Efforts and effects for those districts in regards to disproportionality (results of review, what revisions, if any, were made) will be tracked.

- **Professional Development**

Professional development modules that address discipline include several Positive Behavior Supports modules as well as training for PBS coaches.

- **2004-05 & Ongoing Special Education Monitoring Self-Assessment (SEMSA)**

Districts with discipline rates for students with disabilities that are twice the rates for nondisabled students and/or districts that are identified through the analyses described above either will be asked for additional documentation to be submitted to the department, or if the district is selected for on-site monitoring, a review of policies, procedures and practices will be conducted during the on-site review

- **Special Education District Profiles**

Suspension/expulsion data are included in the profiles and are updated annually for each district.

**CORRECTIVE ACTIONS**

- **2004-05 and On-going Monitoring**

For districts with discipline rates for students with disabilities that are twice the rates for nondisabled students or that are identified through the analyses described above, and who are scheduled for on-site monitoring reviews during 2004-05, interviews will discuss the districts' suspension/expulsion data and will review discipline policies. Corrective actions will include reviewing and, if necessary, revising policies, practices and procedures in regards to discipline as well as mandatory training for staff.

**4. Projected Targets:**

- Assist districts with analyzing data in a root-cause analysis.
- If behavioral problems are an issue, assist districts in developing a professional development plan that will address causes and contributing factors identified.

**5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:**

<b>Cluster/ Probe</b>	<b>Improvement Strategies</b>	<b>Benchmarks/Activities</b>	<b>Timeline</b>	<b>Resources</b>
BF.III	Make technical assistance regarding discipline available to districts	Identify, develop and make resources available	2004-2005	<u><b>Section Responsibility:</b></u> Effective Practices  <u><b>Funding Type:</b></u> Part B SIG
BF.III	Incorporate suspension/expulsion analysis into monitoring interviews and corrective action plans	Identify districts with significant discrepancies	Completed	<u><b>Section Responsibility:</b></u> Compliance Data  <u><b>Funding Type:</b></u> Part B
		Include discipline data analysis and review of policies, procedures and practices into SEMSA and monitoring reviews	2004-05	

**BF.IV Performance results for children with disabilities on the Missouri Assessment Program (MAP) improve at a rate that decreases any gap between children with disabilities and their nondisabled peers.**

**1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):**

**Missouri Assessment Program (MAP) Performance**

The following tables compare MAP index scores for all students and for students with disabilities. The MAP index is a weighted average ranging from 100 to 300 with 100 indicating that all students scored in the lowest achievement level and 300 indicating that all students scored in the highest achievement level.

<b>Missouri Assessment Program (MAP) Performance Results - Communication Arts</b>				
Grade Level	Year	Index		
		All Students	Students with Disabilities	Gap
03	2000	197.2	167.0	30.2
	2001	198.2	173.8	24.4
	2002	202.3	178.4	23.9
	2003	201.0	180.6	20.4
	2004	201.9	185.0	16.9
07	2000	190.8	141.5	49.3
	2001	194.0	147.0	47.0
	2002	192.6	148.0	44.6
	2003	191.8	146.8	45.0
	2004	191.2	149.7	41.5
11	2000	182.9	124.8	58.1
	2001	187.0	133.5	53.5
	2002	186.4	131.4	55.0
	2003	184.8	129.5	55.3
	2004	185.2	133.0	52.2

<b>Missouri Assessment Program (MAP) Performance Results - Reading</b>				
Grade Level	Year	Index		
		All Students	Students with Disabilities	Gap
03	2000	201.0	160.8	40.2
	2001	200.3	171.8	28.5
	2002	216.0	189.8	26.2
	2003	207.8	184.3	23.5
	2004	207.2	188.8	18.4
07	2000	192.9	131.4	61.5
	2001	197.1	136.1	61.0
	2002	200.3	140.2	60.1
	2003	196.2	137.3	58.9
	2004	195.8	142.8	53.0

Missouri Assessment Program (MAP) Performance Results - Mathematics				
Grade Level	Year	Index		
		All Students	Students with Disabilities	Gap
04	2000	209.7	179.9	29.8
	2001	211.4	183.5	27.9
	2002	210.7	183.1	27.6
	2003	210.4	186.6	23.8
	2004	214.4	192.6	21.8
08	2000	167.6	124.9	42.7
	2001	170.4	130.1	40.3
	2002	170.0	129.4	40.6
	2003	173.1	133.4	39.7
	2004	173.4	134.5	38.9
10	2000	162.2	118.0	44.2
	2001	167.0	125.2	41.8
	2002	163.8	122.2	41.6
	2003	167.5	125.1	42.4
	2004	171.1	126.2	44.9

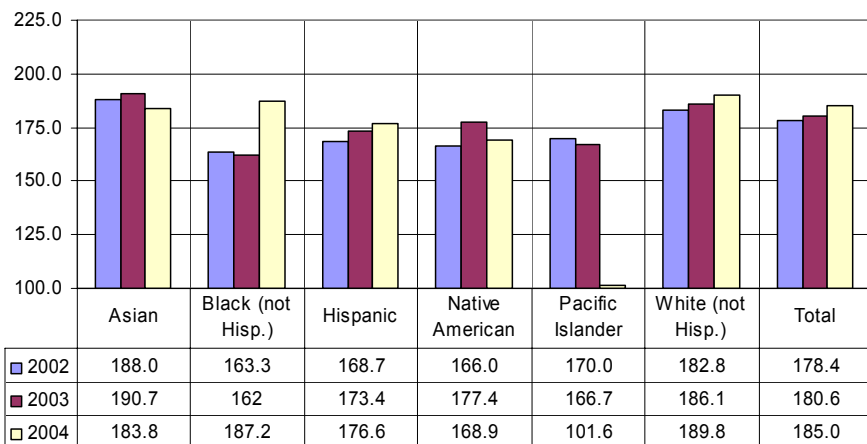
### Missouri Adequate Yearly Progress

		Communication Arts			Mathematics		
		2002	2003	2004	2002	2003	2004
State Proficiency Goal		18.4	19.4	20.4	8.3	9.3	10.3
IEP	% Prof	8.5	8.9	10.5	7.3	8.1	9.0
	% LND	4.0	4.2	2.6	2.9	2.8	2.0
Total	% Prof	30.7	29.7	29.9	21.1	21.3	22.9
	% LND	1.9	2.1	1.1	1.4	1.5	0.9

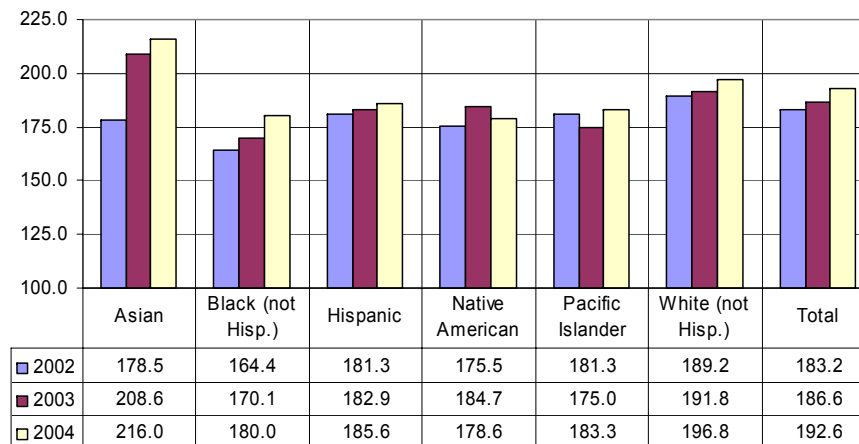
% Prof = Percent of students scoring in top two of five achievement levels (Proficient and Advanced)

% LND=Level Not Determined is the percent of students who did not receive a MAP score. For AYP calculations the students taking the MAP-Alternate have been excluded from LND. Those students have been included in the denominator when calculating the percent of students Proficient or Advanced.

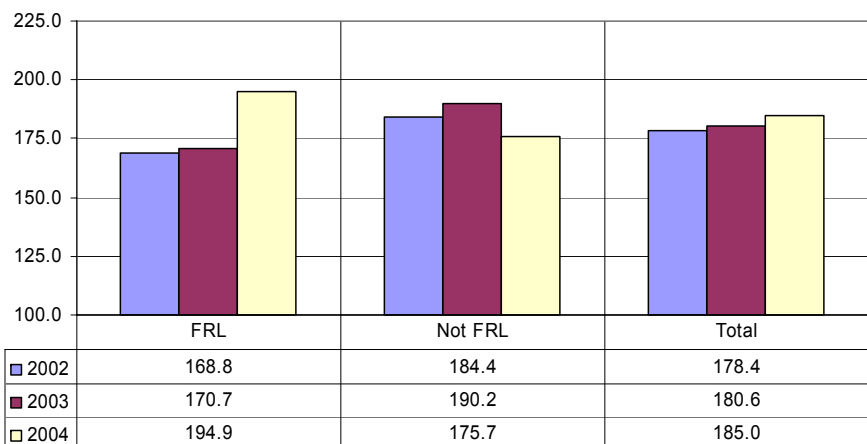
**MAP Communication Arts - Grade 3  
IEP Index Trends by Race**



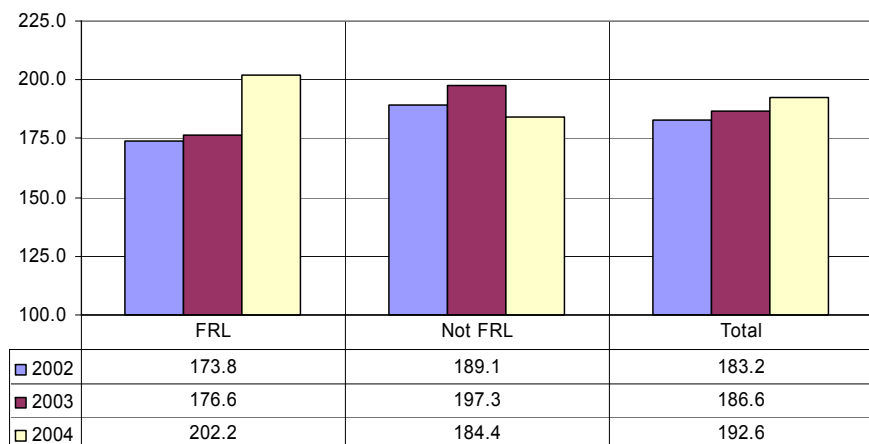
**MAP Mathematics - Grade 4  
IEP Index Trends by Race**



**MAP Communication Arts - Grade 3  
IEP Index Trends by Free/Reduced Lunch Status**



**MAP Mathematics - Grade 4  
IEP Index Trends by Free/Reduced Lunch Status**



Overall, performance on the MAP test has been increasing for students with disabilities, and in all cases except Grade 10 Mathematics, the gap between all students and students with disabilities decreased from 2003 to 2004. Increases are also seen for the larger race/ethnic groups in the state.

**MAP-Alternate**

- Missouri began assigning achievement levels for students taking the alternate assessment (MAP-A) in 2003-04. Prior to that each goal addressed in the portfolio was rated individually and progress towards each goal was reported.
- In 2004, the MAP-A was assessed at grades 4, 8 and 11. Previously the MAP-A was assessed at ages 9, 13 and 17.
- Due to the MAP-A being assessed at grades 4, 8 and 11, achievement is reported for Grades 4 and 8 Mathematics and Grade 11 Communication Arts in Attachment 3.

**MAP Participation**

See Attachment 3 – Report of Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade and Type of Assessment Baseline/Trend Data

**Summary of MAP and MAP-A Participation Data**

Content Area	Enrollment	Total MAP	Total MAP-A	Percent Participation	Absent	Not Assessed
Math Grade 4	10,490	10,092	159	97.7%	37	202
Math Grade 8	10,396	144	126	97.1%	126	191
Math Grade 10	8,981	8,560	0	95.3%	195	226
Comm Arts Grade 3	10,166	9,905	0	97.4%	26	235
Comm Arts Grade 7	11,170	10,827	0	96.9%	106	237
Comm Arts Grade 11	7,251	6,809	196	96.6%	174	72

Data show the percent of students with disabilities participating in the MAP and MAP-Alternate assessments is over 95% for all grade levels. Students included in the “Not Assessed” category include students who were eligible to take the alternate assessment, but who did not submit a portfolio for one of two reasons:

- 1) In 2004, the MAP Alternate (MAP-A) was assessed at grades 4, 8 and 11. Previously, the MAP-A was assessed at ages 9, 13 and 17. When the DESE made the transition from age eligibility to grade eligibility, students that were grade eligible in 2004 were not required to participate in the assessment if he/she had been assessed in one of the prior two years.
- 2) In 2004, the MAP-A was not required for grades 3, 7 and 10. A contract is in place, and alternate assessments are being developed that will correspond to all MAP assessments by 2006.

**Monitoring Data:**

Districts are evaluated in regards to performance data including assessment performance and participation. For each performance item indicated as “not met,” the agency must develop a plan to address the lack of progress. The criteria for performance calls have become more rigorous during this third cycle of monitoring. The performance data below shows that an increasing percent of districts are not meeting minimum performance expectations, however, in many cases, each year the threshold has been raised. The performance data provided above show that overall, performance results for students with disabilities have been increasing.

Performance Data 200400 -- Percent of children with disabilities in grade 3 who are proficient readers increases

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	99	59	59.6%
2002-03	92	34	37.0%
2003-04	97	53	54.6%

Performance Data 200500 -- Percent of children with disabilities in grade 7 who are proficient readers increases.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	100	66	66.0%
2002-03	92	66	71.7%
2003-04	103	89	86.4%

Performance Data 200600 -- Percentage of children with disabilities in grade 3 who have the MAP Communication Arts exam read to them decreases.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	96	51	53.1%
2002-03	89	66	74.2%
2003-04	91	50	54.9%

Performance Data 200700 -- Percentage of children with disabilities in grade 7 who have the MAP Communication Arts exam read to them decreases.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	97	67	69.1%
2002-03	91	61	67.0%
2003-04	97	59	60.8%

Performance Data 200800 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Communication Arts - Grade 3.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	96	57	59.4%
2002-03	91	41	45.1%
2003-04	97	55	56.7%

Performance Data 200805 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Communication Arts - Grade 7.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	98	72	73.5%
2002-03	90	49	54.4%
2003-04	104	83	79.8%

Performance Data 200810 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Communication Arts - Grade 11

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	87	78	89.7%
2002-03	79	64	81.0%
2003-04	84	75	89.3%

Performance Data 200830 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Math - Grade 4.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	99	43	43.4%
2002-03	92	33	35.9%
2003-04	98	62	63.3%

Performance Data 200835 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Math - Grade 8

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	97	79	81.4%
2002-03	92	67	72.8%
2003-04	104	81	77.9%

Performance Data 200840 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Math - Grade 10.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	88	74	84.1%
2002-03	97	64	66.0%
2003-04	83	65	78.3%

Performance Data 201000 -- Participation in general state assessments is comparable to statewide data.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	0		
2002-03	92	41	44.6%
2003-04	102	45	44.1%

Performance Data 201100 -- Percentage participating in alternate assessments at each grade level is no greater than 1% of the student population at that grade level.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	101	4	4.0%
2002-03	83	0	0.0%
2003-04	86	13	15.1%

The following monitoring data provide information on the number of districts reviewed each year and the number and percent that were found out of compliance at the initial review. The last column "Number not cleared" represents the number of districts with noncompliance that was not corrected as of the most recent follow-up review. Several district follow-up reviews are not yet due for districts with initial reviews in 2003-04; those districts are not reflected in the number not cleared. Procedures for clearing the remaining noncompliance are detailed in GS.I.

State & District-wide Assessment 9 -- Modification and accommodations for general state and district-wide assessments are provided, as determined appropriate on the IEP.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	93	8	8.6%	0
2002-03	96	19	19.8%	2
2003-04	105	16	15.2%	2

Indicator B 108100 -- A statement defining the child's participation in state assessments of student achievement.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	95	9	9.5%	0
2002-03	96	10	10.4%	2
2003-04	105	11	10.5%	1

Indicator B 108200 -- A statement defining the child's participation in agency-wide assessments of student achievement.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	94	12	12.8%	0
2002-03	95	16	16.8%	1
2003-04	105	13	12.4%	1

Indicator B 108220 -- Addresses necessary accommodations/modifications:

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	91	7	7.7%	0
2002-03	89	10	11.2%	0
2003-04	103	7	6.8%	0

Performance calls made in conjunction with monitoring reviews indicate that many districts are not meeting the minimum acceptable levels of performance for students with disabilities. The performance calls encourage improvement in performance due to the fact that districts must develop a plan to improve performance over time. Results for procedural compliance show that approximately 10%-15% of districts are found out of compliance.

### Professional Development

Training modules most pertinent to achievement are included in the following table:

Training/Event Title	Districts attending prior to 2003-04	Unduplicated Districts for 2003-04	Did Not Attend this Event Prior to 2003-04	Did Attend this Event Prior to 2003-04
Differentiated Instruction	13	52	48	4
Least Restrictive Environment in Early Childhood Special Education	30	7	7	0
Least Restrictive Environment in K-12	19	9	7	2
Measurable Goals and Objectives	146	63	44	19

### Public Reporting Sites

The following links are two of the primary sources of assessment data for students with and without disabilities:

<http://www.dese.mo.gov/divimprove/assess/>

<http://www.dese.mo.gov/schooldata/>

### 2. Targets (for reporting period July 1, 2003 through June 30, 2004):

Targets were established in conjunction with the Improvement Plan which was submitted in July 2003. A specific benchmark was not identified for the 2003-2004 school year; however, progress will be assessed by determining progress towards the 2005 benchmark.

2003-2004 Adequate Yearly Progress (AYP) proficiency goals for all students, including students with disabilities, were 20.4% proficient in Communication Arts and 10.3% proficient for Mathematics. For AYP purposes, "proficient" is defined as the Proficient and Advanced achievement levels (top two of five levels).

### 3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

Missouri was in the improvement planning phase of the Continuous Improvement Monitoring Process during the 2002-2003 school year. Increasing elementary achievement for students with disabilities was selected as a priority area by the Part B Steering Committee. A committee of stakeholders met for two two-day sessions in April 2003. This committee worked through a root cause analysis and identified strategies and activities that would increase elementary achievement for students with disabilities. These activities began during the 2003-2004 school year. The following provides a summary of efforts in the area of student achievement since the last APR. Due to the multi-year plan for many activities, progress on partially completed activities is incorporated in the Future Activities section below.

### Improvement Planning/State Improvement Grant

Missouri was awarded a State Improvement Grant (SIG) August 2004. SIG dollars were earmarked to address elementary achievement. In order to allocate SIG dollars, districts were ranked by performance on Communication Arts Grade 3 and Mathematics Grade 4, along with other factors. Approximately 30 districts were selected and notified that they were eligible to use SIG awards for professional development or programs to increase elementary achievement. These districts are working with the special education consultants to analyze data in order to develop improvement plans at which time the SIG awards can be used to implement the improvement plans.

**Focused Monitoring Pilot**

Simultaneously to identifying districts for SIG assistance, Missouri was working to create a pilot process for focused monitoring of which elementary achievement is a focus area. Six districts that had been identified through the SIG analysis were having district accreditation reviews during 2004-05, and were therefore selected for the focused monitoring pilot process. DESE staff are currently conducting the focused monitoring reviews which include data analysis, file reviews and interviews with students, parents and district staff.

Both the SIG improvement planning process and the focused monitoring process will be evaluated at the end of 2004-05 and district progress will be monitored over the next several years.

**Progress Report: Statewide Alternate Assessments**

The DESE contracted with Measured Progress to assist in the development of Missouri Revised MAP-A. These new assessments for math and communication arts will be based on grade level expectations and administered at grades 3-8 and high school assessments at grade 11 for communication arts and grade 10 for mathematics. Activities associated with this project are included in the Future Activities section below.

**Progress Report: District-wide Assessments and Alternates**

The Division is participating in a Department-wide planning committee for the fourth cycle of the Missouri School Improvement Plan (MSIP) which begins with the 2006-2007 school year. Discussions are occurring regarding the report writing forms which are used as school districts are reviewed. The report writing form can be expanded to provide direction to MSIP team members on how to evaluate the required guidelines for including students with disabilities in district testing programs. The intent is to require additional information on district-wide tests used and their purpose, as well as direction on the use of accommodations and modifications and determinations on how children with disabilities would be assessed if they could not participate in district-wide assessments. Changes were not made to the MSIP Standards and Indicators Manual used for district accreditation due to timing issues; however, changes to the report writer should incorporate the needed enhancements.

DESE's Special Education Monitoring Self-Assessment has been modified to include information on the district-wide assessments. Districts being monitored during the 2005-2006 school year will be submitting this information with their Self Assessment in April 2005.

Monitoring reviews during 2004-05 look at assessment information through the Present Level of Educational Performance which addresses state and district-wide assessment participation and the IEP which addresses what tests will be taken and which accommodations, if any, are appropriate for each child. Files are reviewed by the district during the self-assessment and by DESE during the desk and/or onsite reviews.

MAP-Alternate participation data is also reviewed if the percent of participation in the MAP-Alternate is greater than one percent of enrollment, or if the district failed to identify a reasonable number of students to participate in MAP-A based on child count in certain disabilities/placements such as Mental Retardation/Self-Contained. This performance call is reported back to districts in the final report.

#### 4. Projected Targets:

Benchmarks and targets were established in Missouri's Improvement Plan to coincide with AYP state proficiency goals for all students. However, the United States Department of Education approved a revision of the 2005 targets for the AYP state proficiency goals for all students in January 2005. The following table reflects this revision.

<b>Advanced and Proficient (IEP)</b>		
Statewide Progress	Grade 3 Communication Arts	Grade 4 Mathematics
2005 Benchmark	26.6%	17.5%
2008 Target	59.2%	54.2%

- 100% of students with disabilities will participate in MAP or MAP-Alternate assessments
- Assessment results for students with disabilities will be publicly reported with same frequency as for all students

#### 5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See also GS.I, GS.IV, GS.V, BP, BF.V and BF.VI

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
BF.IV	IEPs teams will utilize the grade level expectations for reading and mathematics for students with disabilities in grades K-4.	Final versions of grade level expectations to special education directors, parent and special education teachers.	2004-2005	<b><u>Section Responsibility:</u></b> Effective Practices  <b><u>Funding Type:</u></b> SIG Part B
		Training developed on how to incorporate the grade level expectations into IEPs.	2005-2006	
BF.IV	Research-based practice information regarding reading and math instruction for students with disabilities will be implemented at the local level.	Research-based models and materials effective for students with disabilities and high poverty identified	2004-2005	<b><u>Section Responsibility:</u></b> Effective Practices RPDC Consultants MRI and Reading First  <b><u>Funding Type:</u></b> SIG Part B
		Collaboration with existing DESE reading initiatives (Reading First and MRI Accelerated Schools.)	2004-2005	
		District staff trained in models through the RPDCs	2004-2005	
		Website/link updated.	2005-2006	

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
BF.IV	Technical assistance and training in the use of appropriate accommodations will be developed.	Trainers trained	2004-2005	<u><b>Section Responsibility:</b></u> Effective Practices  <u><b>Funding Type:</b></u> SIG Part B
		Training conducted and technical assistance available	2005-2006	
BF.IV	Districts implementing Problem Solving and Differentiated Instruction will reduce the number of referrals to special education	Data collected on referral rates	2006	<u><b>Section Responsibility:</b></u> Effective Practices  <u><b>Funding Type:</b></u> SIG Part B
		Monitoring Standards revised	2006-2007	
		Training conducted on monitoring process and expectations	2006-2007	
BF.IV BF.I GS.V	Develop and implement training for educators regarding data based decision-making	Annual Program Evaluation model developed	Completed	<u><b>Section Responsibility:</b></u> Effective Practices Data Coordination Compliance  <u><b>Funding Type:</b></u> Part B
		Training for Directors of special education and curriculum directors developed and implemented.	2004-2005	
		Training implemented in nine RPDC regions	2004-2005	
		Targeted technical assistance to districts developed based on special education district Profile data.	2004-2005	
		Special education Consultants in RPDCs provided technical assistance regarding professional development needs	2004-2005	
BF.IV	From the MAP assessment, create a usable system of the data designed to help teachers move students with disabilities to the proficient level	Crystal Reports selected as new software	Completed	<u><b>Section Responsibility:</b></u> Data Coordination Effective Practices Compliance  <u><b>Funding Type:</b></u> Part B
		Students with disabilities reports reviewed	2004-2005	

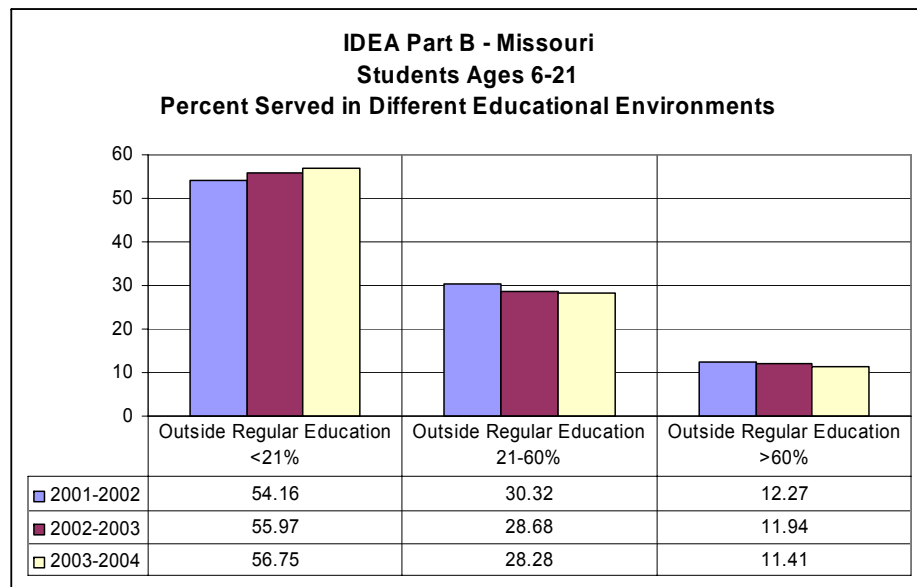
Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
BF.IV	Develop online professional development modules and study group resources for online reference for professional development.	Discussions with IHE faculty and CISE the possibilities for web-based offerings for parents and teachers regarding increasing student achievement	Completed	<u><b>Section Responsibility:</b></u> Effective Practices  <u><b>Funding Type:</b></u> Part B
		Learning community resources determined for parents and teachers	2005-2006	
		Existing modules to put online identified	2004-2005 and 2005-2006	
		Resources put online for easy access	2005-2006	
		Surveys of desired online professional development resources conducted	2004-2005	
		Survey of how these resources are used conducted	2005-2006	
BF.IV	Develop Missouri's Revised MAP-Alternate	Contract with Measured Progress	Completed	<u><b>Section Responsibility:</b></u> Effective Practices  <u><b>Funding Type:</b></u> Part B
		Development of Revised MAP-A	Completed	
		Pilot training	Completed	
		Pilot implementation	Spring 2005	
		Revise and finalize materials	Winter 2005	
		Full implementation	Spring 2006	

**BF.V Children with disabilities are educated with nondisabled peers to the maximum extent appropriate, including preschool.**

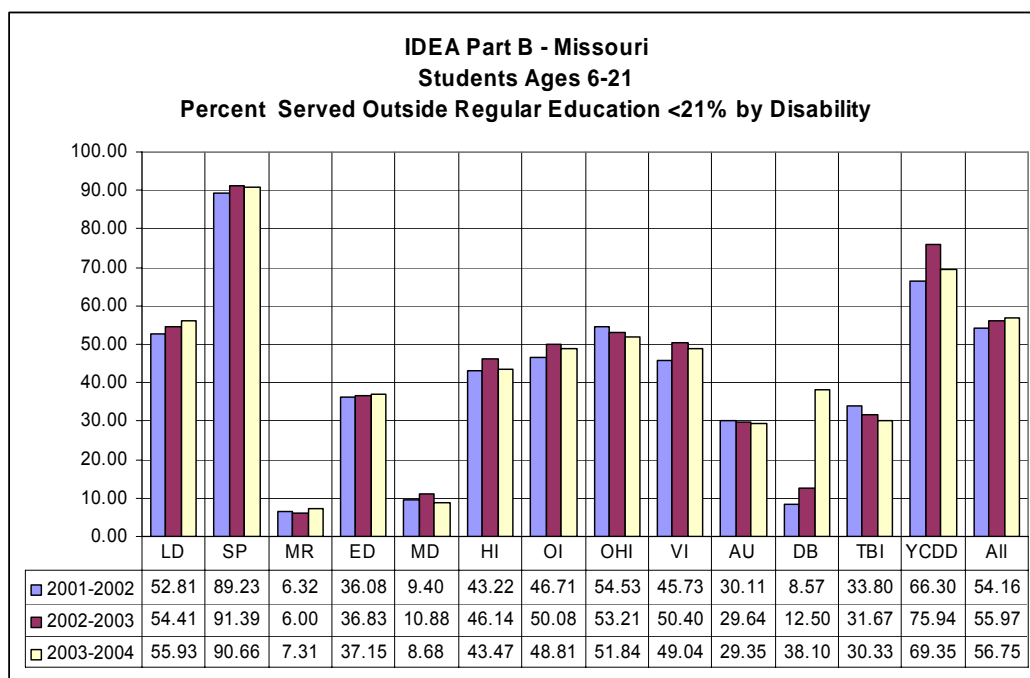
**1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):**

School Age Data (Students Ages 6-21):

<b>IDEA Part B - Missouri and United States</b> <b>Missouri and United States</b> <b>Percent of Students Ages 6-21 Served in Different Educational Environments</b>						
School Year	Outside Regular Class <21%		Outside Regular Class 21- 60%		Outside Regular Class >60%	
	MISSOURI	US	MISSOURI	US	MISSOURI	US
2001-2002	54.16	48.44	30.32	28.29	12.27	19.23
2002-2003	55.97	48.22	28.68	28.73	11.94	19.02
2003-2004	56.75	49.87	28.28	27.67	11.41	18.53



<b>IDEA Part B - Missouri and United States</b> <b>Percent of Students Ages 6-21 Served in Different Educational Environments by Disability</b> <b>2003-2004</b>						
Disability Category	Outside Regular Class <21%		Outside Regular Class 21- 60%		Outside Regular Class >60%	
	MISSOURI	US	MISSOURI	US	MISSOURI	US
Learning Disabled	55.93	48.75	36.98	37.32	6.36	12.99
Speech/Language Impairment	90.66	88.15	7.20	6.78	2.01	4.65
Mental Retardation	7.31	11.64	32.90	30.24	45.66	51.82
Emotional Disturbance	37.15	30.30	28.11	22.55	20.66	30.24
Multidisabled	8.68	12.08	18.61	17.16	46.29	45.81
Hearing Impairment	43.47	44.91	28.87	19.13	11.92	22.22
Orthopedic Impairment	48.81	46.72	26.02	20.91	18.03	26.19
Other Health Impairment	51.84	51.07	34.61	30.47	10.90	14.98
Visual Impairment	49.04	54.57	18.26	16.89	7.64	15.66
Autism	29.35	26.78	28.98	17.71	32.39	43.89
Deaf/Blindness	38.10	22.15	9.52	13.91	33.33	33.56
Traumatic Brain Injury	30.33	34.56	37.02	29.92	25.96	27.14
Young Child with Dev. Delay	69.35	51.19	19.03	28.11	10.65	18.67
All	56.75	49.87	28.28	27.67	11.41	18.53



## Source of School Age Data:

- IDEA Part B Educational Environment (2002), Table AB2, Number and Percentage Served (Ages 6-21), by Educational Environment, Disability, and State at [http://www.ideadata.org/tables26th/ar\\_ab2.xls](http://www.ideadata.org/tables26th/ar_ab2.xls) as of 12/28/04.
- IDEA Part B Educational Environment (2001), Table ABB2, Number and Percentage Served (Ages 6-21), by Educational Environment, Disability, and State at [http://www.ideadata.org/tables26th/ar\\_abb2.xls](http://www.ideadata.org/tables26th/ar_abb2.xls) as of 12/28/04.
- IDEA Part B Educational Environment (2000), Table AB2, Number and Percentage Served (Ages 6-21), by Educational Environment, Disability, and State at [http://www.ideadata.org/tables25th/ar\\_ab2.xls](http://www.ideadata.org/tables25th/ar_ab2.xls) as of 12/28/04.

Notes: United States Percent Served in Different Educational Environments includes United States, District of Columbia and Puerto Rico.

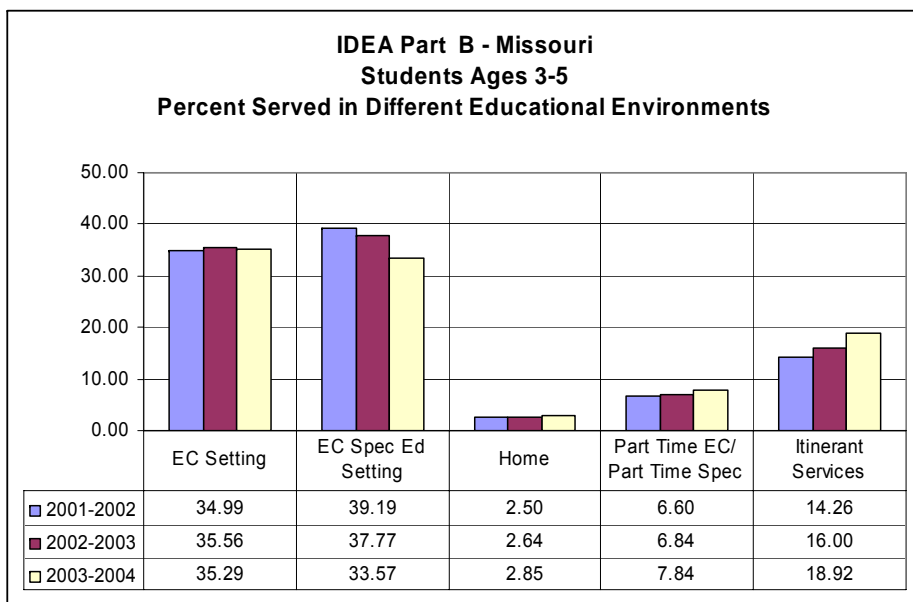
## Formulas:

- Percent of students served in educational environment by disability = (Number in placement by disability category/Total of all placements within disability category) x 100
- Percent of students served in educational environment = (Number in placement/Total of all placements) x 100
- Total placements=Outside Regular Class <21%, Outside Regular Class 21-60%, Outside Regular Class >60%, Public Separate Facility, Private Separate Facility, Public Residential Facility, Private Residential Facility, and Homebound/Hospital

## Early Childhood Data (Students Ages 3-5):

IDEA Part B														
Missouri and United States														
Percent of Students Ages 3-5 Served in Different Educational Environments														
School Year	Early Childhood Setting		Early Childhood Special Education		Home		Part Time Early Childhood/ Part Time		Residential Facility		Separate School		Itinerant Services Outside Home	
	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US
2001-2002	34.99	36.87	39.19	31.38	2.50	3.08	6.60	14.21	0.08	0.10	2.37	3.40	14.26	9.53
2002-2003	35.56	35.39	37.77	32.04	2.64	3.06	6.84	15.08	0.05	0.09	1.13	3.01	16.00	10.00
2003-2004	35.29	33.93	33.57	32.40	2.85	2.93	7.84	16.37	0.01	0.09	1.51	2.74	18.92	10.40

IDEA Part B Percent of Students Ages 3-5 Served in Different Educational Environments by Disability 2003-2004 School Year														
Disability Category	Early Childhood Setting		Early Childhood Special Education Setting		Home		Part Time Early Childhood/ Part Time Special Education Setting		Residential Facility		Separate School		Itinerant Services Outside Home	
	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US
Learning Disabled	62.14	43.19	12.62	27.25	0.00	1.21	23.30	22.01	0.00	0.04	0.97	0.47	0.97	3.76
Speech/Language Impairment	63.55	40.22	5.73	22.30	1.43	1.47	3.99	15.66	0.00	0.03	0.08	0.75	25.22	18.89
Mental Retardation	13.74	21.87	45.60	53.38	0.55	2.50	21.43	13.79	0.00	0.06	16.48	5.48	2.20	2.45
Emotional Disturbance	20.69	26.27	27.59	43.18	1.72	2.79	18.97	17.88	0.00	0.38	17.24	5.13	13.79	3.45
Multidisabled	7.35	19.39	52.94	51.60	5.88	4.90	13.24	10.43	0.00	0.79	16.18	9.77	4.41	2.13
Hearing Impairment	15.84	21.77	40.59	42.20	1.98	2.48	7.92	18.78	1.98	1.47	29.70	9.04	1.98	3.09
Orthopedic Impairment	36.51	30.32	34.92	42.15	3.17	2.78	14.29	17.38	0.00	0.14	3.17	4.04	7.94	2.23
Other Health Impairment	35.67	22.11	29.30	46.30	3.18	3.72	28.03	20.33	0.00	0.08	1.91	3.05	1.91	3.54
Visual Impairmant	27.91	26.43	23.26	37.99	0.00	5.72	27.91	17.63	0.00	1.26	18.60	7.51	2.33	2.23
Autism	21.11	21.58	51.26	50.67	1.01	2.05	20.10	17.79	0.00	0.07	6.03	4.89	0.50	0.98
Deaf/Blindness	.	20.82	.	30.61	.	6.12	.	20.41	.	1.63	.	15.92	.	1.22
Traumatic Brain Injury	7.14	27.69	42.86	33.87	0.00	3.51	7.14	23.43	0.00	0.43	42.86	8.63	0.00	1.70
Young Child with Dev. Delay	21.07	29.22	48.11	40.18	3.74	4.98	8.61	16.87	0.00	0.08	1.22	4.44	17.25	2.49
All	35.29	33.93	33.57	32.40	2.85	2.93	7.84	16.37	0.01	0.09	1.51	2.74	18.92	10.40



Source of Early Childhood Data:

- o IDEA Part B Educational Environment (2002), Table AB1, Number and Percentage Served (Ages 3-5), by Educational Environment, Disability, and State at [http://www.ideadata.org/tables26th/ar\\_ab2.xls](http://www.ideadata.org/tables26th/ar_ab2.xls) as 12/28.04.
- o IDEA Part B Educational Environment (2001), Table AB1, Number and Percentage Served (Ages 3-5), by Educational Environment, Disability, and State at [http://www.ideadata.org/tables26th/ar\\_abb1.xls](http://www.ideadata.org/tables26th/ar_abb1.xls) as 12/28.04.
- o IDEA Part B Educational Environment (2000), Table AB1, Number and Percentage Served (Ages 3-5), by Educational Environment, Disability, and State at [http://www.ideadata.org/tables25th/ar\\_ab1.xls](http://www.ideadata.org/tables25th/ar_ab1.xls) as 12/28.04

Notes:

- o United States Percent Served in Different Educational Environments includes United States, District of Columbia and Puerto Rico.
- o In the State of Missouri, preschool is not mandatory, but districts must provide Early Childhood Special Education Services to families who qualify for and want them.

Formulas:

- o Percent of students served in educational environment by disability = (Number in placement by disability category/Total of all placements within disability category) x 100
- o Percent of students served in educational environment = (Number in placement/Total of all placements) x 100
- o Total placements=Early Childhood Setting, Early Childhood Special Education Setting, Home, Part Time Early Childhood/Part Time Early Childhood Special Education Setting, Residential Facility, Separate School and Itinerant Services Outside Home

In general, Missouri's data on educational environments compares favorably to national data. For the school-age population, the percent of students outside the regular class less than 21% has been increasing, while more restrictive placements have been decreasing. Data on students ages 3-5 is very comparable to national data with the exception of the Part Time Early Childhood/Part Time Early Childhood Special Education (Missouri lower than national) and the Itinerant Services Outside the Home categories (Missouri higher than national).

**Monitoring Data:**

The following monitoring data provide information on the number of districts reviewed each year and the number and percent that were found out of compliance at the initial review. The last column "Number not cleared" represents the number of districts with noncompliance that was not corrected as of the most recent follow-up review. Several district follow-up reviews are not yet due for districts with initial reviews in 2003-04; those districts are not reflected in the number not cleared. Procedures for clearing the remaining noncompliance are detailed in GS.I.

Spec Ed & Related Services 6 -- Children with disabilities are provided supplementary aids and services, accommodations and modifications to support success in regular education settings.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	91	22	24.2%	1
2002-03	92	29	31.5%	4
2003-04	106	25	23.6%	0

Narrative Response 300200 – The agency's regular and special educators collaborate at all levels to help children with disabilities receive appropriate services and progress in the general curriculum.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	0			
2002-03	88	1	1.1%	0
2003-04	103	1	1.0%	0

Narrative Response 300700 – The agency provides opportunities for the ECSE staff to collaborate with regular education programs to provide access to appropriate services and general education curriculum.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	0			
2002-03	0			
2003-04	90	3	3.3%	0

Interview 306410 – Results of interview indicate students with IEPs are placed in the least restrictive environment.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	38	3	7.9%	0
2002-03	36	2	5.6%	0
2003-04	33	6	18.2%	0

Performance Data 200200 -- The percentage of children with disabilities served at each point of the placement continuum is comparable to statewide data.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	101	38	37.6%
2002-03	94	36	38.3%
2003-04	103	41	39.8%

Performance Data 200210 -- The percentage of ECSE children with disabilities served at each point of the placement continuum is comparable to statewide averages.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	0		
2002-03	81	24	29.6%
2003-04	86	27	31.4%

Performance Data 200300 -- The percentage of children with disabilities in each disability category, served at each point of the placement continuum, is comparable to statewide data.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	0		
2002-03	94	18	19.1%
2003-04	103	21	20.4%

LRE 4 -- Placement options along the continuum are made available to the extent necessary to implement each child's IEP, including community-based options for preschool children.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	102	38	37.3%	0
2002-03	99	32	32.3%	10
2003-04	106	42	39.6%	0

Indicator B 107800 -- Extent of non-participation in regular education.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	90	6	6.7%	0
2002-03	96	20	20.8%	7
2003-04	106	39	36.8%	0

Indicator B 109230 -- Placement decisions are based on a continuum of alternative options

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	13	1	7.7%	0
2002-03	96	4	4.2%	0
2003-04	105	6	5.7%	0

Indicator B 109240 -- Placement decisions are based on the IEP with consideration of regular education classroom with supplementary aids and services

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	95	5	5.3%	0
2002-03	96	4	4.2%	0
2003-04	104	4	3.8%	0

Monitoring data indicate that noncompliance is being identified at the district level both through file reviews and interviews. The non-compliance has either been cleared or procedures discussed in GS.I have been implemented. Performance calls also show that many districts are not meeting performance expectations. The performance expectations have become more rigorous over the past three years and promote improvement by requiring that districts submit an assurance statement that they will develop a plan to improve performance.

#### **Least Restrictive Environments Professional Development Trainings**

Training/Event Title	Districts attending prior to 2003-04	Unduplicated Districts for 2003-04	Did Not Attend this Event Prior to 2003-04	Did Attend this Event Prior to 2003-04
Least Restrictive Environments – ECSE	30	7	7	0
Least Restrictive Environments – K-12	19	9	7	2

Currently, very few districts are choosing to participate in LRE trainings. Beginning in the 2004-05 school year, corrective actions will require district staff to attend LRE trainings when appropriate.

#### **2. Targets (for reporting period July 1, 2003 through June 30, 2004):**

- Continue to increase placements of students with disabilities in more inclusive environments to provide access to the general education curriculum

#### **3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):**

Placement decisions and least restrictive environments continue to be emphasized in a variety of ways:

- Special Education District Profiles report trend data on educational environments
- Performance calls on LRE data are included in monitoring reports
- Focused monitoring reviews are looking closely at LRE through file reviews and interviews
- Professional development modules regarding LRE are offered
- Annual Program Evaluation model encourages analysis of all aspects of the special education system, including LRE

#### **4. Projected Targets:**

- Continue to increase placements of students with disabilities in more inclusive environments to provide access to the general education curriculum.
- Additional targets are included in the Future Activities table.

**5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:**

See also GS.VI

<b>Cluster/ Probe</b>	<b>Improvement Strategies</b>	<b>Benchmarks/Activities</b>	<b>Timeline</b>	<b>Resources</b>
BF.V BF.I BF.IV	Develop and implement professional development training curriculum on access to the general education classroom such as: <ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Problem solving for high quality interventions</li> <li>• Quality eligibility determinations</li> <li>• PBS</li> <li>• Curriculum based measurement</li> <li>• K-12 LRE</li> <li>• ECSE LRE</li> <li>• MGO</li> <li>• Self-Determination</li> <li>• Differentiated Instruction for Vocational Education (K-4)</li> </ul>	Curriculum developed	Completed	<b><u>Section</u></b> <b><u>Responsibility:</u></b> Effective Practices Compliance RPDC Consultants  <b><u>Funding Type:</u></b> Part B SIG
		Coordinated plan developed for training general educators with Title I, Leadership Academy, accelerated schools and RPDC	Completed	
		Regional, RPDC and in- district trainers identified.	Completed	
		Train the Trainer sessions conducted or RPDC consultants, Regional Trainers and In-district trainers.	2004-2005	
		Credential RPDC and regional trainers	2004-2005	
		Training in the nine RPDC regions and medium/large districts conducted	2004-2005	
		Impact of the training evaluated	2005-2006	
BF.V BF.IV	Embed content of the curriculum in pre-service education coursework	Meeting convened with IHE representatives	Completed	<b><u>Section</u></b> <b><u>Responsibility:</u></b> Effective Practices  <b><u>Funding Type:</u></b> Part B SIG
		Workgroup convened to develop strategies and timelines	2004-2005	
		Appropriate areas in existing areas identified to embed strategies	2004-2005	

**BF.VI The early language/communication, pre-reading and social-emotional skills of preschool children with disabilities receiving special education and related services are improving.**

**1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):**

This area of focus was established by the Office of Special Education Programs in January of 2004, and data are currently limited due to sampling methodology of the assessment instrument used prior to and including school year 2003-2004 (see description of School Entry Profile below). The administration of this instrument will be expanded in the 2004-2005 school year to include assessment of all children exiting early childhood special education.

School Entry Profile:

The School Entry Profile is an assessment instrument used to rate the school readiness of a sample of students in Missouri public elementary districts and schools. The Profile consists of 65 ratings items that reflect entry-level skills, knowledge, behaviors, and dispositions in seven areas of development. Areas identified include symbolic development, communication, mathematical/physical knowledge, working with others, learning to learn, physical development, and conventional knowledge. Raw scores are converted to standard scores with a mean of 100 and a standard deviation of 15. Additionally, parents complete a Parent/Guardian Survey about their children's health, education, and home literacy experiences prior to kindergarten. Parents indicate whether their child had experienced or participated in each of the following prior to kindergarten: Parents as Teachers (PAT), First Steps, Early Childhood Special Education, Early Head Start, Head Start, public pre-school, private pre-school, child care at a center, parent care at own home, child care at own home, and child care at another private home.

The data below has not been updated since the 2002-03 APR since the School Entry Profile assessment was not administered in the Fall 2003. Fall 2004 results are not yet available. Results for children with disabilities (subset of the sample of all students) were as follows:

School Entry Profile Standard Scores														
Readiness Scales	Fall 1998			Fall 1999			Fall 2000			Fall 2002			Comparison of Differences	
	All IEP	Spec. Ed. Services Plus PAT & Pre-School	Difference	All IEP	Spec. Ed. Services Plus PAT & Pre-School	Difference	All IEP	Spec. Ed. Services Plus PAT & Pre-School	Difference	All IEP	Spec. Ed. Services Plus PAT & Pre-School	Difference	Average Difference All Years Assessed	Average Difference 2000 and 2002
Symbolic Development	95.2	98.1	2.9	97.2	95.7	-1.5	96.9	95.4	-1.5	96.1	97.7	1.6	0.4	0.1
Communication	95.0	99.3	4.3	96.8	95.7	-1.1	96.0	95.9	-0.1	94.7	96.5	1.8	1.2	0.9
Mathematical/Physical Knowledge	95.1	101.4	6.3	96.8	96.0	-0.8	95.1	96.1	1.0	94.7	98.5	3.8	2.6	2.4
Working with Others	95.3	99.4	4.1	98.3	99.2	0.9	95.5	96.1	0.6	96.2	98.0	1.8	1.9	1.2
Learning to Learn	95.1	99.6	4.5	97.9	95.6	-2.3	96.0	95.8	-0.2	94.3	97.0	2.7	1.2	1.3
Conventional Knowledge	94.8	99.3	4.5	96.5	96.5	0.0	97.1	96.8	-0.3	94.9	99.5	4.6	2.2	2.2
Preparation for Kindergarten	95.5	99.9	4.4	96.9	97.5	0.6	96.3	98.8	2.5	95.5	99.9	4.4	3.0	3.5
	N=334	N=42	-	N=195	N=46	-	N=353	N=118	-	N=349	N=93	-	-	-

Source: Missouri Department of Elementary and Secondary Education - School Entry Assessment Project Report of Findings for 1999, 2000, and 2002.

Notes:

- o The School Entry Profile was not conducted in 2001 or 2003.
- o The mean standardized scale score is 100 with a standard deviation of 15.
- o All IEP are all the children with identified disabilities attending kindergarten in the sample districts/schools.
- o Spec. Ed. Services plus PAT & Pre-School are the children with identified disabilities attending kindergarten in the sample district/school who participated in the following pre-kindergarten experiences: Special Education (First Steps, Early Childhood Special Education, etc.), Parents as Teachers (PAT), and pre-school (public or private).

Formulas: Readiness Scale Difference = Spec. Ed. Services plus PAT & Pre-School Readiness Scale Standard Score – All IEP Readiness Scale Standard Score

School Entry Profile - Comparison of Trends:

Of the students assessed:

- All seven Readiness Scales for All IEP and Special Education Services plus PAT and Pre-school were within one standard deviation of the mean, i.e. standard scores were greater than 85 and less than 115.
- All seven areas of development for All IEP and Special Education Services plus PAT and Pre-school were below the mean with the exception of Mathematical/Physical Knowledge in 1998 which was slightly above the mean.
- In each year assessed, children with pre-kindergarten experiences in Special Education Services plus PAT and Pre-School received higher scores in Working with Others and Preparation for Kindergarten than All IEP.
- Based on the average differences of all seven areas assessed, children with pre-kindergarten experiences in Special Education Services plus PAT and Pre-School obtained higher standard scores than All IEP in all seven areas of development

Data suggests that, of the small sample of children with disabilities who were rated, those with pre-kindergarten experiences in Special Education Services plus PAT and Pre-School, exhibited greater levels of school readiness in all seven areas of development. Additionally, scores of this sample grouping increased the last two assessment years (2000 and 2002) suggesting improvements in school readiness from special education and related services combined with PAT and pre-school. However, it should be noted that these data represent only a fraction of pre-school children with disabilities in the State of Missouri.

**2. Targets (for reporting period July 1, 2003 through June 30, 2004):**

- Continue ongoing discussion about valid and reliable assessment methodology to measure performance level of pre-school children.
- Continue to increase the performance level of children who receive special education and related services prior to age 5.

**3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):**

Data on the areas of early language, pre-reading, and social-emotional skills of children in Missouri's Early Childhood Special Education (ECSE) program is being primarily collected through the School Entry Profile. As noted above, the administration of the School Entry Profile is being expanded in the 2004-2005 school year to include assessment of all children exiting early childhood special education who are kindergarten eligible for the 2005-06 school year. Nearly 1000 ECSE teachers were trained during workshops for the School Entry Profile in preparation for the spring 2005 assessment. Targets will be established upon receipt of this data, which will be used as the baseline for, and included in, Missouri's next APR for 2004-05. Since this Profile is also used as an exit assessment for Title 1 and Missouri Preschool Project programs, it is anticipated that outcomes for children with disabilities will be measured and evaluated in terms of parity with nondisabled peers.

In addition to the School Entry Profile data, Missouri will be implementing a student identification system for all students receiving educational services, (general and special education) through public schools in the state. When fully implemented and student-level data is available, this system may allow for the long-term analysis of program and individual child outcomes/student achievement, as well as the level or frequency of students exiting and re-entering the special education system.

**4. Projected Targets:**

- Continue ongoing discussion about valid and reliable assessment methodology to measure performance level of pre-school children
- Continue to increase the performance level of children who receive special education and related services prior to age 5
- Train all ECSE teachers on administering the School Entry Profile
- Implement School Entry Profile for all children exiting ECSE

**5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:**

<b>Cluster/ Probe</b>	<b>Improvement Strategies</b>	<b>Benchmarks/Activities</b>	<b>Timeline</b>	<b>Resources</b>
BF.VI	Implement statewide assessment of children exiting Early Childhood Special Education programs	Train ECSE teachers on administering the Profile	Completed	<b><u>Section</u></b> <b><u>Responsibility:</u></b> EP, Data  <b><u>Funding Type:</u></b> Part B
		Assess all students exiting ECSE	2004-2005	
		Analyze results, establish baseline and targets	2005-2006	
BF.VI BP BF.IV BF.V	Establish ongoing dialogue among personnel at DESE (Early childhood, Title I, Special Education) and school administrators and agencies to provide leadership and guidance on issues related to providing appropriate services to preschool children including children with disabilities. <ul style="list-style-type: none"> <li>• Incorporating Missouri Pre-K standards in IEPs</li> <li>• Establishment of a Born to Learn vs. Ready to Learn philosophy.</li> <li>• Increased technical assistance on ECSE LRE</li> <li>• Research-based practices identified and disseminated</li> </ul>	Stakeholders identified	2005-2006	<b><u>Section</u></b> <b><u>Responsibility:</u></b> EP  <b><u>Funding Type:</u></b> Part B
		Guidance developed	2005-2006	
		Policies reviewed and revised	2005-2006	
		Best practices disseminated	2005-2006	